




# Report Example

## Focusing on Youth Development in PA: A Cohort Trend Analysis

Grades 6, 8, 10, and 12

Anytown School District ~ 2019 PA Youth Survey



**“IT PAYS TO ASK...IT PAYS TO KNOW”**



# EPIS

Evidence-based Prevention  
and Intervention Support



EDNA BENNETT PIERCE  
PREVENTION RESEARCH CENTER

## Presented By: Anytown School District

All the data in this report was selected from the 2019 PAYS report for the Anytown School District.

A copy of this report can be obtained by contacting the School District Administrative Office.

*Photos in this report sourced from Bing Images.*

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This report showcases 2019 PAYS data provided by Anytown School District students in grades 6, 8, 10, and 12.

The focus of this report is on various protective factors that influence the likelihood of positive youth outcomes.

The trend data is presented in a way to encourage the reader to explore reported differences as youth navigate through adolescence.



Focusing on Youth Development in PA:

# School & Community

- 6<sup>th</sup> graders stand as the most actively involved in organized community activities.
- All grades show greater involvement in school-sponsored activities over those organized in the community.
- Youth experience increasing levels of community rewards for prosocial involvement over the years.

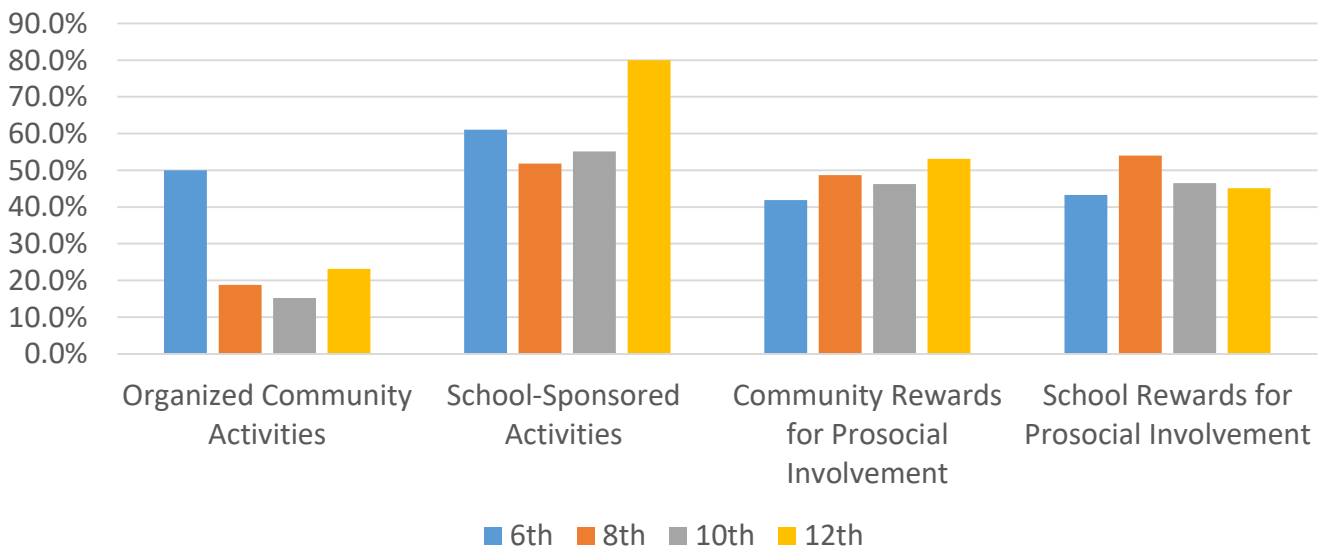
Research shows that when students receive rewards for prosocial involvement they are less likely to be engaged in substance use and other risky behaviors.



**“Mrs. Jenkins was my 9<sup>th</sup> grade English teacher. She still stops me in the hall to see how I am doing in my classes.”**

– Jay Wray, Class of 2020, Hawks Varsity Basketball Player

Community & School Prosocial Involvement<sub>1</sub>



## Focusing on Youth Development in PA:

# Family & Beliefs

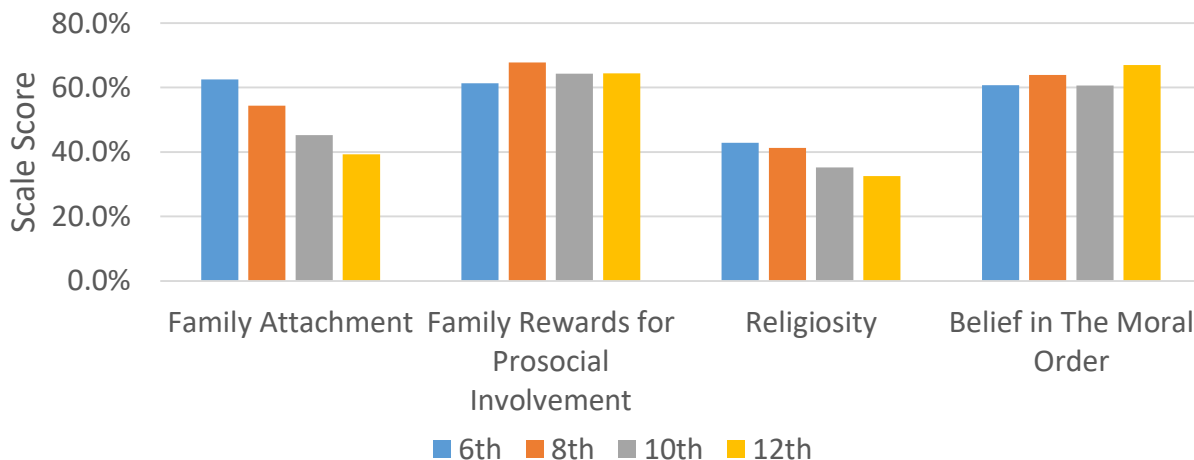
- Interestingly there is a dip in family attachment of 8th graders.
- Schools/communities can strengthen family attachment through prevention programming and opportunities for bonding.
- More 6<sup>th</sup> graders attend religious services than 12<sup>th</sup> grade students. Attendance steadily declines as age increases.
- However, all grades maintain similar levels of their belief in Moral Order. The overall trend seems to increase with age.

**“My mom and step-dad have always supported me through love, encouragement and discipline when I needed it! I want to continue making them proud!”**

**--Alejandro Mayes, Class of 2024**



### Family Attachment and Youth Beliefs<sub>2</sub>



# Academics

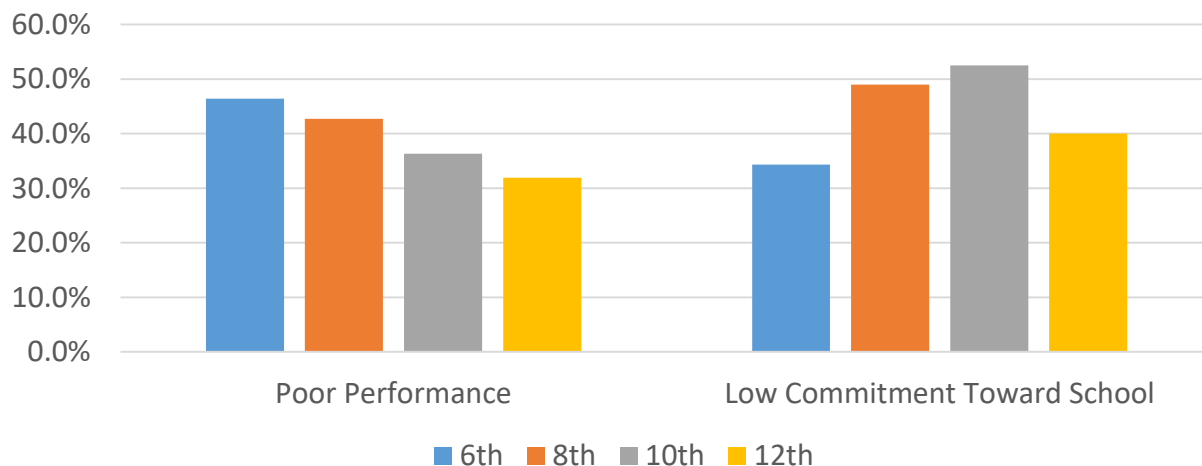
- 6<sup>th</sup> grade students reported the lowest level of school commitment and also reported the highest levels of poor academic performance.
- Although low commitment to school increased from grades 6-10, high school seniors showed a drop which could be attributed to post-graduation prep-activities such as college exam prep and internships with local business owners, or work release.



**“It has been really tough for me to stay committed to school this year because all I think about is graduation! My 12 years of hard work has paid off ~ I will be majoring in Marine Biology at Johns Hopkins in the fall.”**

– Mayana Solera, Class of 2020

School Risk Factors<sub>3</sub>



# Data Explanations

## 1. Community and School Prosocial Involvement

Prosocial involvement includes opportunities for participation, having input in projects, and recognition and praise for effort and good work.

Both the variables for “Organized Community Activities” and “School-Sponsored Activities” were measured by the percentage of students that reported they participated in the last 12 months.

“Community Rewards for Prosocial Involvement” is measured and defined by questions A17-A19.

“School Rewards for Prosocial Involvement” is measured and defined by questions A13-A16.

## 2. Family Attachment and Youth Beliefs

“Family attachment” is how close and open youth feel with their parents. This is defined by questions B6-B7. “Family rewards for prosocial involvement” is defined by questions B4-B5, and B8. “Religiosity” indicates how frequently youth attend services, defined by question C9. “Belief in The Moral Order” reflects youth opinions on if there are times when something justifies cheating, fighting, lying, or stealing. This is defined by questions C13-C16.

## 3. School Risk Factors

“Poor performance” indicates youth perception of their overall grades and where they fall in relation to other students. This is defined by questions A4 and A7. “Lack of commitment toward school” reflects youth interest, perceived relevance, and long-term usefulness of coursework, and liking or disliking of being in school. This is defined by questions A1-A3, and A5-A6.

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